



**THE APPLICATION OF INSIDE-OUTSIDE CIRCLE (IOC) TECHNIQUE
TO TEACH SPEAKING SKILL IN THE SECOND GRADE OF SENIOR
HIGH SCHOOL AT MAN 3 MEDAN IN THE ACADEMIC YEAR
2017/2018**

SKRIPSI

*Submitted to Faculty of Tarbiyah Science and Teachers Training UIN-SU
Medan as a Partial Fulfillment of the Requirements for S-1 Degree*

By :

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
MEDAN
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Assalamu'alaikum Wr. Wb

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikum Wr. Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 05 Juni 2018

Yang Membuat Pernyataan

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ABSTRACT

THE APPLICATION OF INSIDE-OUTSIDE CIRCLE (IOC) TECHNIQUE TO TEACH SPEAKING SKILL IN THE SECOND GRADE OF SENIOR HIGH SCHOOL AT MAN 3 MEDAN IN THE ACADEMIC YEAR 2017/2018

MUHAMMAD ALI
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Keyword : Application, speaking skill, inside-outside circle technique.

The aim of the research was to find out the application inside-outside circle (IOC) technique to teach speaking skill. The background this research is teaching English on speaking skill in the classroom should be interesting and vary that can cause students to be active and enjoy in learning English. And in speaking skill should know or good about accent, grammar, vocabulary, fluency, and comprehension. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation, and reflection. The subjects of this study were 40 students in the second grade of senior high school at MAN 3 Medan in the academic years 2017/2018. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, diary note, and photography. The quantitative data was taken from the test. The result of analysis showed that there was development on the students speaking skill. It showed from the mean of the pre-test was 58,925 the mean of post test in first cycle was 73,25 and the mean of post test in second cycle was 82,4. The percentage of the students' score in the pre-test who got point up to 80 there were 4 of 40 students (10%) and the percentage of the students' score in post test of the first cycle who got point up to 80 there were only 21 of 40 (52,5%). It means there were was improvement about 42,5 %. Then, the percentage of the students' score in the post test of the second cycle who got point up to 80 there were 32 of 40 students (80%). It means that the improvement was about 27,5%. From the data, it indicated that the application inside-outside circle (IOC) technique in teach speaking skill was effective, and the data above can be concluded that the students speaking skill have been improved by the applicating inside-outside circle (IOC) technique. In addition, the students were active, enthusiastic, in learning and they were active in discussion.

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The written of this skripsi entitled “The Application of Inside-Outside Circle (IOC) Technique to Teach Speaking Skill in the Second Grade of Senior High School at MAN 3 Medan in the Academic Year 2017/2018”. This skripsi is written to fulfill one requirement to obtain the *Sarjana degree* at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of Writing this skripsi is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah SWT for The Blessing given to me so that the writing of this skripsi has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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Finally, it is obviously that this skripsi is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better of this skripsi is hoped. I hope this skripsi can be useful to all of people.

Medan, 05 Juni 2018

Muhammad Ali

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English on speaking skill in the classroom should be interesting and vary that can cause students to be active and enjoy learning English. Unfortunately, there are some problems of English in the schools, especially in Speaking class. One of the problems is students get difficulties to speak English when they want to talk with others. Because it is the students are lack of understanding about the english language. Therefore, using some various methods or techniques in teaching learning English needed in order to make students study maximally and improve their motivation to study English well.

The students also have several problems in learning speaking. These problems are caused by several factors, Such as they still have lack vocabulary, sometimes they mixed English and Bahasa when they speak to others, lack of ideas to speak, the students so hard to say something in English speaking, they afraid of making mistakes when speaking English, they shy to speak, and their motivation in learning English also still low.

Moreover, the Students also still difficulties to speak in speaking class. Actually there are many ways to solve the students problems especially in speaking skill. Many technique can be applied to create the interesting teaching related to students' condition. In this case, the researcher is interested to apply a techniques that is similar with discussion. This technique is one of cooperative learning technique. And this technique called Inside-Outside Circle technique.

Inside-outside circle technique allow the students to explore and share ideas to others without being afraid about any mistakes that will appear, because they share it with their own friends. During inside-outside circle the students stand in two concentric circle around the room with the inside circle facing in and the outside circle facing out, so each students is facing a partner. And inside-outside circle also can motivate students in learning process.

So, the application inside-outside circle technique can give choice for students to interact and cooperate with their friends. Students are actively in thinking with different question and different partners. This technique also creates their creativity in giving and taking some information from their partner. Beside that, this technique also can applied out the classroom, so the students can enjoy and fun to follow activities of study.

Based on the explanation above, the researcher will conduct a research entitle “ The application of inside-outside circle technique to teach speaking skill in the second grade of senior high school at MAN 3 Medan”.

B. Statement of the Problem

Based on the background of the study, the problem in this research can be concluded as follow:

1. The students get difficulties to speak English when they want to talk with others, because the student are lack of understanding about the English language.

2. The students still have lack vocabulary, sometimes they mixed English and Bahasa when they speak to others.
3. The students lack of ideas to speak, They so hard to say something in English speaking, afraid of making mistakes when speaking english, shy to speak. And the students motivation in learning English also still low.

C. Research Question

Based on Statement of the problem above, there is a problem can be formulated as review stage following;

1. How is the application of inside-outside circle technique to teach speaking skill?
2. How is the students' speaking skill after following the application of inside-outside circle technique to teach speaking skill?

D. Purposes of the Study

Based on the problem examined. This study aims to determine and to describe:

1. To find out the application of inside outside circle technique to teach speaking skill.
2. To find out the impact of the students' speaking skill by the application of inside outside circle technique.

E. Significance of the Study

There are some Significances, they are :

1. To the English teacher to take better steps in English teaching technique can improve the students' speaking skill
2. To the students of MAN 3 Medan, this research is an input for the students to improve their speaking skill in English by using inside-outside circle technique.
3. For other researcher, the result of this research can be useful as comparison in researching the same issues. It is hoped that it can give more information and contribution to the knowledge, especially in speaking skill.

F. Limitation of the Study

The problem that will be discussed is limited only on the application of inside outside circle technique to teach speaking skill in the second grade of senior high school at MAN 3 Medan in the academic year 2017/2018.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting the research, theories are needed to explain some concepts that apply concerning the research. These following terms are clarified for the purpose to explain all the terms related to the theory of speaking skill. This chapter discusses about speaking skill, inside-outside circle technique (IOC).

1. Speaking

Speaking is one of the most important skills to master in a language. The students can tell or convey their information or problems from their mind ideas through speaking. Speaking helps students to make them be talk-active so that they can share what they know or what they do not know about the case they are faced. The students speak because some reason such as: asking something, telling information, debating, argumentation, expressing feeling, emotion, and desires.

According to Leong and Ahmadi Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skills is regarded as one of the most difficult aspects of language learning.¹ From the definition above it can be concluded that speaking is one of

¹Lai-Mei Leong & Seyedeh Ahmadi, *An Analysis Factor Influencing Learners' English Speaking Skill*. International Journal of Research in English Education, 2017, p. 34.

skill must be mastered by students to send or to receive the information or message to communicate, although speaking is difficult to learn.

The other explanation comes from Hosni who state that Speaking is the active use of language to express meaning.² It means that Speaking is use of an active language that aims to express meaning. According to Glenn Fulcher Speaking is the verbal use of language to communicate with others.³ From the definition above it can be concluded that speaking is the use of spoken language that aims to communicate with others, and speaking is the way to express ideas and opinion, to send expression or desire to do something.

Speaking is expressing ideas or feelings using language. Therefore, is not only uttering ideas in our mind, but also delivering and presenting new information to other people. Speaking is a process that covers many things in addition to the pronunciation of individual sound. It also covers pronunciation, stress, and intonation. At last, speaking also help the students to deliver a speech confidently.⁴ From the definition above, it can be infer that speaking is expressing ideas, opinions, feelings to others by using words and sounds articulation in order to inform, persuade and to entertain that can be learn by using some teaching learning methodologies.

According to Chaney and Burke, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of

²Samira Al Hosni, *Speaking Difficulties Encountered by Young EFL Learner*. International Journal on Studies in English Language and Literature, 2014, 2,6, p. 22.

³Glenn Fulcher, *Testing Second Language Speaking* (UK: Pearson Education, 2003), p. 23.

⁴Fitra Pinandhita, "Improving Students Speaking Skill by Retelling Technique (A Classroom Action Research in Speaking of Class 21 Of IKIP PGRI Madiun in the 2010/2011 Academic Year)," p.3

contexts.⁵ It means that speaking used of verbal and non verbal symbols. Speaking also explain in the Qur' an which in Q.S Ar-Rahman: 3-4.



The meaning: “Dia menciptakan Manusia (dan) mengajarkannya pandai berbicara”. Created man, (and) taught him eloquence.⁶

Based on pieces of the verses of the Qur'an above said that Allah SWT who created man and taught the humans are good at talking. This means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking.

Mulgrave explains three definitions about speaking, they are: (1) Speaking is the ability to pronounce sounds articulation or words to express ideas, (2) Speaking defined as a system that can be heard and viewed using a number of muscles and muscle tissues of the human body for the purpose of communicating ideas, and (3) Speaking can interpreted as a form of human behavior using physical, psychological, neorologis, semantic and linguistic widely so that it can be considered as a very important tool for social control.⁷

From the explanation above speaking is interpreted to merely involve articulation sounds generated through speech tools, and in speaking not only limited to the articulation of sounds, but also as a tool to communicate feelings

⁵A.L. Chaney and T.L Burke, *Teaching Oral Communication in Grades K-8* (Boston: Allyn and Bacon,1998), p.13.

⁶Al Bayan, *Al-qur'an dan Terjemahannya*, (Semarang: Asy Syifa, 2001), p. 1429.

⁷Lili Agustina, Thesis, *The Effect of Community Language Learning Method on the Students' Ability in English Speaking*, 2017.

and ideas. Marriam Bashir et al defined that speaking is productive skill in the oral mode.⁸ It means that speaking is a productive skill in oral form.

“Widdowson mengatakan dalam Buku Didik Santoso bahwa berbicara dapat dipahami sebagai Usage dan sebagai Use. Berbicara sebagai Usage diartikan sebagai kemampuan mewujudkan sistem Fonologi dan Gramatika suatu Bahasa dengan menggunakan organ bicara. Dalam hal ini Berbicara bersifat aktif atau produktif dan menggunakan medium pendengaran (aural). Berbicara sebagai Use tidak hanya berkenaan dengan pengucapan bunyi bahasa, akan tetapi juga meliputi penggunaan gerak isyarat (gesture), gerakan otot wajah dan seluruh tubuh”.

Widdowson said in Didik Santoso’s Book that speaking can be understood as Usage and as Use. Speaking as usage is defined as the capability of realizing a system of phonology and are assigned grammatical a language by using the organs of speech. In this case, speaking of active and productive and are using the medium of hearing (aural). Speaking as a use not only with regard to the pronunciation of the language, but also includes the use of gesture (gesture), movement of the face and entire body.⁹ From the definition above it can be concluded that speaking can be known as usage and use.

Learn speaking a foreign language is also allowed. Allah said in holy Qur’an (Ibrahim: 4)

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ ۚ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ
مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

⁸Marriam Bashir et al., *Factor Effecting Students English Speaking Skill British Journal of Arts and Social Sciences*, 2011, 2,1,34-50

⁹ Didik Santoso, *Pengaruh Pendekatan Pembelajaran dan Gaya Belajar Terhadap Keterampilan Berbicara Bahasa Inggris* (Medan: Duta Azhar, 2017), p.16-17.

The meaning: And we did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom he wills and guides whom he wills. And he is the exalted in might, the wise.¹⁰ From the meaning above it can be infer that everybody allowed to learn and master a foreign language such as English or the other foreign languages.

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language ‘on the spot’. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.¹¹ From the definition above it can be concluded that in speaking smoothness is necessary to achieve the purpose of the conversation.

The purpose of teaching speaking is to enable the students to speak and interpret the message that occur in the communication process. Unlike another subjects, speaking is very difficult to be mastered because it has to be practiced every time. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency.

¹⁰<http://www.quran.com> . Accessed on 1 Maret 2018 at. 09.20.

¹¹Jeremi Harmer, *Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2001), p. 269.

a) **Types of Speaking**

According to Brown there are five categories of speaking skill area.

Those five categories are follows :

1. Imitative

At the end of a continuum types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. Intensive

A type of speaking frequently employin assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical, or phonological relationship (such as prosodic elements into ration, stress, rhythm, or juncture).

3. Responsive

Responsive assessment task includes interaction and test comprehension but at some what limited level of vary short conversation, standard greetings and small talk, simple request and comments, and so forth.

4. Interactive

The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5. Extensive

Extensive oral production task includes speeches, oral production, and storytelling during which the opportunity for oral interaction to listener is either highly limited (perhaps to non verbal responses) or ruled out altogether.¹²

Bsed on the basic types of speaking there are five; imitative, intensive, responsive, interactive, extensive.

b) Difficulties in Speaking

According to Brown, there are eight factors in speaking that could make EFL learners difficult to produce good English in oral communication as follows:

1. Clustering. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
3. Reduced forms. Contractions, elisions, reduced vowels, etc., could create special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.
4. Performance variables. In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of

¹² H Douglas Brown, *Language Assessment Principles and Classroom Practice*, (America: San Fransisco University, 2004), p. 141-142.

performance hesitations, pauses, backtracking, and corrections. In English, the “thinking time” is not silent, rather “fillers” such as *uh, um, well, you know, I mean, like*, etc.

5. Colloquial language. This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms.
6. Rate of delivery. In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation. They are the most important characteristic of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students.
8. Interaction. Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.¹³

c) Elements of Speaking

According to Harmer, there are two elements of speaking, they are:

1. Language features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example) are the following.

¹³H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (London: Logman, 2001), p. 270-271.

a. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent “connected speech” (as in I’d’ve gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b. Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistics) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

c. Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

d. Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.¹⁴

2. Mental/social processing

If part of speaker's productive ability involves the knowledge of language skill such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

a. Language processing

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lesson is to help students develop habits of rapid language processing in English.

b. Interacting with others

Most speaking involves interaction with one or more participants. This mean that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do.

¹⁴ Jeremi Harmer, *Practice of English...*, p. 269

c. (On-the-spot) information processing

Quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for "the penny to drop" the less effective we are as instant communicators. However, It should be remembered that this instant response is vary culture specific, and is not prized by speakers in many other language communities.¹⁵ It can be concluded that speaking has two elements (Language features and Mental or social processing), language features involve four areas : connected speech, expressive decide, lexis and grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help them to achieve sucessfull communication.

d) Principles for Designing Speaking Technique.

In teaching speaking, the teacher needs to consider what kind of technique could be best applied in the classroom. In order to implement the appropriate technique in the teaching and learning process, the teacher needs to pay attention on principles for designing speaking technique. Brown proposes seven principles for designing speaking technique.

1. *Use techniques that cover the spectrum of learners needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.* In current interactive language teaching, teacher can easily slip into an activity that does not capitalize on grammatical pointers or pronunciation tips. So that, teachers need to pay attention to the language should be taught, however

¹⁵Jeremi Harmer, *Practice of English...*, p. 271

teachers could not make the students bored due to repetition drills. It is important to make drilling as meaningful as possible.¹⁶

2. *Provide intrinsically motivating techniques.* Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be".

3. *Encourage the use of authentic language in meaningful contexts.* The teachers should encourage the students to use the authentic language during the speaking activities, so that the activities would be meaningful for them. It is not easy to keep coming up with meaningful interaction, so the teacher needs to be creative to provide what kind of authentic language should be done during the speaking activities.

4. *Provide appropriate feedback and correction.* In most EFL situations, Students are totally dependent on the teacher for useful linguistic feedback. When the students make some mistakes during the activities, the teachers should give appropriate feedback and correction so that the students would not make the same mistakes.

5. *Capitalize on the natural link between speaking and listening.* Speaking could not be separated from listening, so that during speaking activities, the teachers should also integrate the listening activities. Skills in producing language are often initiated through comprehension.

6. *Give students opportunities to initiate oral communication.* Initiate conversation is a part of oral communication competence. Asking questions or

¹⁶ H Douglas Brown, *Teaching by Principles...*, p. 275

engaging the students in a conversation could give opportunities for the students to practice their communication competence.

7. *Encourage the development of speaking strategies.* During the process of learning language, the students usually are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification, asking someone to repeat something, using fillers, using conversation maintenance cues, getting someone's attention, using paraphrases for structures one can't produce, appealing for assistance from the interlocutor, using formulaic expressions, using mime and nonverbal expressions to convey meaning.¹⁷

e) **Speaking Activity**

Caroline T. Linse said on her book "*Practical English Language Teaching: Young Learners*" about technique and speaking activities in classroom. She stated: Speaking activities are an important part of any young learners and are often considered the focal point of instruction. When teaching speaking, it is especially important to select activities which match the objectives of the program.¹⁸

1. Audio lingual method (ALM) : The Audio lingual method to language teaching is based on the notion that one can learn language by developing habits based on the pattern of language. There are two important features of ALM which can easily be adapted for the young learner classroom: drills with choral response and dialogues.

¹⁷ H Douglas Brown, *Teaching by Principles...*, p. 276

¹⁸ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, Inc., 2005), p. 52

2. Using puppets to introduce dialogues : Puppets can easily model different dialogues for children to practice with their classmates. And can also use puppets to show children how to work with a partner or in small group.
3. Fishbowl: one specific technique which helps students learn how to work with a partner or in a small group is known as the *fishbowl*.
4. Communicative Language Teaching: an approach and a philosophical orientation that connects classroom-based language learning with the language that learners need in order to communicate outside or the classroom.
5. Games: play is a purposeful activity and games are part of playing. Games can also be structured to maximize English language use.
6. Talking and writing box: those are made of pictures that students have self-selected and are interesting to them.
7. Teaching pronunciation: it helps students to learn how to pronounce words correctly. Teachers can select rhymes and finger-plays that focus on a specific phoneme or sound or set of sounds for students.
8. Error correction: teachers must spend time correcting not only behavior but also errors that students make in learning process.

Caroline T. Linse is also said on her book “*Practical English Language Teaching: Young Learners*” about managing of speaking activities such as managing the noise level in classroom.

During a speaking activity, the noise level alone can quickly escalate and disturb other classes. Teachers who do not use communicative approaches in their classrooms can be especially harsh if the noise level seems to become too high.

Do not try to shout over students. Think of how counter-productive it is for a teacher to shout, “ALL RIGHT EVERYONE! YOU ARE TOO NOISY!” when she herself is contributing to the noise level.¹⁹

f) Assessing of Speaking Skill

The speaking measurement contains components elaborated from students' speaking proficiency including their accent, grammar, vocabulary, fluency, and comprehension.²⁰

They are:

1. Accent

An accent is a way of pronouncing a language. It is therefore impossible to speak without an accent.

2. Grammar

It is needed for students to arrange a correct sentence in conversation

3. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during the speaking. vocabulary means the appropriate choice of words which is used in communication.

4. Fluency

Hughes defined fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation. Otherwise the communication will break down because listeners will lose their interest.

¹⁹Caroline T. Linse, *Practical English Language...*, p. 52-62.

²⁰Arthur Hughes, *Testing for Language Teachers* (London: Cambridge University Press, 2003), p.130

5. Comprehension.²¹

Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts.

2. Inside-Outside Circle Technique

Inside outside circle is one of cooperative learning techniques which involve the students to work in group. Inside outside circle development by Spencer Kagan to give an opportunity to the students to share the information at the same time.²² Wendy Jolliffe stated in her book that “in essence cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.”²³

Inside outside circle is use to have students respond to teacher’s question, but we can use the structure to move smoothly from inside outside circle randoms teams.²⁴ From the definition above it can be concluded that inside-outside circle technique can give choice for the students to interact and cooperate with their partner.



²¹Arthur Hughes, *Testing for Language...*, p. 132

²²Isjoni, *Pembelajaran Cooperative* (Yogyakarta: Pustaka pelajar, 2009), p. 69.

²³Wendy Jolliffe, *Cooperative Learning in the Classroom Putting into Practice*, (London: Paul Chapman Publishing, 2007), p. 3

²⁴Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* (Kagan: Publishing, 2009), Chapter 7.16, p. 178.

Figure 1 : The picture of inside-outside circle.²⁵

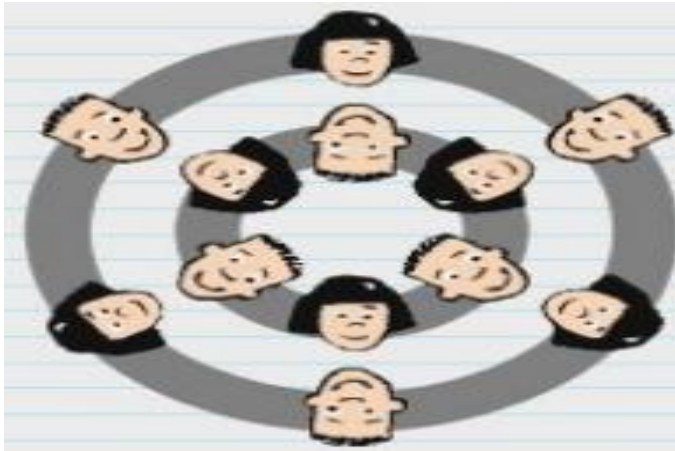


Figure 2 : The form of inside-outside circle technique.

a) The Procedure of Inside-Outside Circle Technique

1. The teacher prepares question, or provides a question card for each students.
2. Students form pairs. One students from each pair move to form one large circle in the class facing outward.
3. Remaining students find and face their partner (class now stands in two concentric circles).
4. Inside students ask a question from their question cards; outside circle answer. Inside circle students praise or coach (alternative : the teacher asks a question and indicates inside or outside to answer to their partner).
5. Partner switch roles: Outside circle students asks, and them praise coach.
6. Partners trade question card.

²⁵<https://www.google.com/search?q=inside+outside+circle+technique&ie=utf-8&oe=utf-8&client=firefox-b> Accessed on Saturday at 07.54.

7. Inside circle students rotate clockwise to a new partner.²⁶

b) The Advantages of Inside-Outside Circle Technique

As one of cooperative learning technique which give the students chance to work in group, Inside-outside circle technique has some advantages, Such as:

1. Inside-outside circle technique give the students opportunity to share the information with different partner in the same time.
2. This technique can improve student's communication skill and explore their ideas.
3. This technique can minimize the student's of boredom of the classroom activities.
4. This technique can make all students to active in learning process.
5. This technique has a clear structure, so the teaching process will be effective to improve the student's learning outcome.

c) Disadvantages of Inside-Outside Technique

Beside having advantages, Inside-outside circle also have disadvantages, such as:

1. This technique requires a large classroom if applied in the class, because it will be difficult if the class to small.
2. This technique has long process, so it requires long time to do.

²⁶Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*.. , 6.27, p. 149.

B. Related Study

The studies that have relevant with this study are:

The first study which has relevance with this research was conducted a thesis by :

1. Rani Candrakirana Permanasari (2014) English Department, Faculty of Language and Arts, Semarang State University (UNNES) the title is *Improving Students' Speaking Skill Through Three Steps Interview Technique (An Action Research of the Tenth Grade Students of SMK Negeri 9 Semarang in the Academic Year of 2013/2014)*. It was conducted by using Classroom Action Research (CAR). The subject of this study was 36 students of class X AK.1 in SMK N 9 Semarang. This study conducted five meetings for two cycles. The first cycle was conducted in two meetings and the second cycle was conducted in one meeting. One meeting was for pre-test and the last meeting was for post-test. The instruments used in this study were speaking tests, observation check list, an observation list, and a questionnaire. In pretest, all of students final scores were under 50. In the cycle one test, no one of them got final score less than 50. From the cycle two test, most of the students got final score more than 70. Then, the data of post-test showed that all of the students got score more than 70. The mean of the scores of the pretest is 47,87; cycle 1 test is 61,8; then for the cycle 2 test is 71,29; and the last is 78,42 for the post-test. Those scores were good enough; and it also increased from a test to another test. Based on the result above, Three Steps Interview Technique can be used as an alternative teaching technique to improve students' speaking skill.

2. Nurfitriani (2013) English Department, Teacher Training and Education Faculty, Muhammadiyah University of Purwokerto (UMP) the title is “ *The Use of Inside-Outside Circle Technique to Improve Reading Ability of the Second Year Students of SMPN 1 Rawalo in Comprehending Recount Texts.* It was conducted by using Classroom Action Research (CAR). The subject in this research is the students of class VIII G SMPN 1 Rawalo in academic year 2013/2014. She took one class consist of 32 students. The researcher took two cycle with 2 actions in each cycle. Each cycle consisted of planning, acting, observing, and reflecting. In post test 1 was 17,02 % (68,75) and post test 2 was 34,04 % (78,75) and the students who get KKM (75) was 87,5 % , it reached the criterion of success which was 85 % of students who get KKM (75). After the data were analyzed, it can be concluded that Inside-Outside Circle Technique could improve students’ reading comprehension.

C. Conceptual Framework

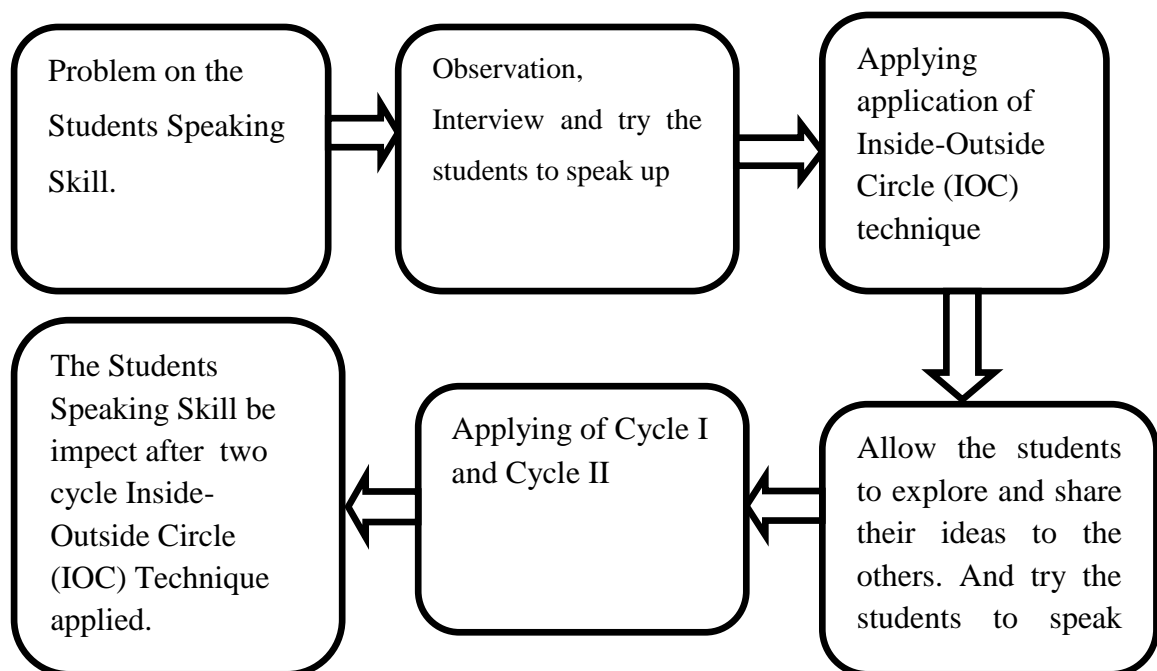
Speaking is one of important skill beside listening, writing, reading, because to communicate with other people in the world we need speaking to express meanings in order to deliver messages and information verbally. By speaking, we can get new information or we can share our idea or feelings with other people.

In this study, the researcher will apply Inside-Outside Circle Technique to see the impact of the students in speaking skill. Inside-Outside Circle can help the students to build up their skill in speaking. In this study the teacher will give explanation about Inside-Outside Circle Technique to make the students ready

with the technique. Then the teacher make question card for each students. And than the teacher said to the students find and face their partner and than stands in two concentric circles. Inside students ask a question from their question cards and outside circle answer that question. In that technique the student rotated and the teacher give the time for speaking. Finally the students will perform in the class.

Inside-Outside Circle give the students opportunity to share their ideas with their partner and can make students active in learning process. And make class more interesting and enjoyable.

Based on the description above, the researcher is sure that Application Inside-Outside Circle Technique can be used in English speaking because it can stimulate the students to be more active in speaking. The researcher hopes that this method will be useful and helpful for the teaching and learning process. The schema of conceptual framework of the application Inside-Outside Circle Technique to Teach Speaking Skill as below.



D. Hypothesis

Based on theoretical framework and conceptual framework above, the researcher tries to determine the hypothesis of the research is “ The Application Inside-Outside Circle Technique will help students to improve their Speaking Skill in the Second Grade of Senior High School at MAN 3 Medan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study belongs to Classroom Action Research. “ PTK adalah penelitian yang memaparkan terjadinya sebab akibat dari perlakuan, sekaligus memaparkan apa saja yang terjadi ketika perlakuan diberikan, dan memaparkan seluruh proses sejak awal pemberian perlakuan sampai dengan dampak dari perlakuan yang diberikan kepada subjek tindakan”. Classroom action research is a study that explains the cause of the effects of the treatment, as well as describes what happens when treatment is given, and describes the entire process from the beginning of treatment to the effects of the treatment given to the subject of action.²⁷ Classroom action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.²⁸ The steps in classroom action research :

1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

²⁷ Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2017), p. 4

²⁸ Anne Burns. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. (New York: Published by Routledge. 2010). p.5

2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development.²⁹

The Criteria of Successful Classroom Action Research (CAR) is successful if it can exceed the criteria which has been determined. In this study the research would succeed when there is 80% of students could pass the assessment score ≥ 80 based on *Kriteria Ketuntasan Minimal* (KKM) which is adapted from the school agreement (MAN 3 Medan). It means that during CAR students have to achieve the target score of KKM 80 of speaking test started from

²⁹ Anne Burns. *Doing Action Research in English...*, p. 7-8

the pre-test until the second post-test in cycle two. Moreover, if the criterion of successful action achieved, the next action of the Classroom Action Research (CAR) would be stopped. CAR is able to be called fail if it is cannot exceed the criteria that have been determined. Then, the alternative action would be done in the next cycle.

B. Research Setting and Sample

The research would be conducted at MAN 3 Medan, in the second grade (XI), which is located in Pertahanan Patumbak street, No. 99 Sigara Gara, Patumbak, Medan city, North Sumatera.

The subject or participants in this research were the students of second grade (XI MIA 5) of MAN 3 Medan in the academic year of 2017/2018. The total number of students in this class were 40 students.

Table 3.1

Table of Participants

Class	XI MIA 5
Students	40

C. Data Collection

There were two kinds of data collection gathered in this study, there are qualitative and quantitative data.

1. Quantitative data

The quantitative data of the research are collected by using test.

a. Test

Test were sequence of practice which using to measure skills, intelligence, ability, and attitude own by individual or group. In quantitative, data were collected by speaking test. There are two tests of speaking given to the students. The tests were pre-test and post-test. Can be seen in appendix iii to v.

To take the scorring of the data in speaking test, the Researcher would be used the category that evaluates the criterion. There are some criteria that must be consider to assess the students' speaking skill. Arthur Hughes states there are five general components or rules of speaking such as the following:³⁰

Table 3.2

English Language Speaking Skills Assessment

1. Accent

Score	Description
1	Pronunciation frequently unintelligible
2	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
3	"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous mispronunciations, but would not be taken for a native speaker
6	Native pronunciation, with no trace of "foreign accent".

³⁰ Arthur Hughes, *Testing for Language Teachers...*,p. 131-132

2. Grammar

Score	Description
1	Grammar almost entirely inaccurate except in stock phrases
2	Constant errors showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5	Few errors, with no pattern of failure
6	No more than two errors during the interview

3. Vocabulary

Score	Description
1	Vocabulary inadequate for even the simplest conversation
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family etc..
3	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional Vocabulary broad and precise; general vocabulary adequate to cope with complex practical problem and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4. Fluency

Score	Description
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as a native speakers

5. Comprehension

Score	Description
1	Understand too little for simplest type of conversation.
2	Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
6	Understands everything in both formal and colloquial speech to be

	expected of an educated native speaker.
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Table 3.3 Weightings table FSI

NO	Description	1	2	3	4	5	6	Skor
1	Accent	0	1	2	2	3	4	
2	Grammar	6	12	18	24	30	36	
3	Vocabulary	4	8	12	16	20	24	
4	Fluency	2	4	6	8	10	12	
5	Comprehension	4	8	12	15	19	23	
	Total							

2. Qualitative data

The qualitative data describes the condition, situation and responses of the students during teaching-learning process.

a. Interview

There were two interview section conducted. The first interview was done in the first meeting, and the second was in the last meeting. The first interview sheet showed the students' comments about speaking skill and the problems and difficulties in speaking. The second one of interview showed the students' comments about application inside-outside circle technique in teach speaking skill. The interview data can be seen in appendix vii to ix.

b. Observation sheet

Observation sheet showed the activities that were done in every cycle, whether the action had been applicate based on the lesson plans or not and make a note by using checklist, and rating scale that relate to the research. The researcher

were employ observation sheet to find out the data about “Inside-outside circle technique” to teach speaking. The complete data on observation sheet can be seen in appendix x to xi.

c. Diary note

Diary notes is note for the researcher when the researcher was teaching in the class. It contains about researcher feeling, opinion, estimation, reflection, and explanation. All of it was written in diary note. The complete data on diary note can be seen in appendix xv.

d. Photography

Photography that contains picture, information such as the students were discussing with their pairs group, the students were anthusiastic using inside-outside circle technique, participation of students during in the class, the students were very confident to speak up in front of their friend and photography were used to take picture of the students and the teacher while the teaching and learning process were done. It also could be as the proof that the research had been done. The complete data on photography can be seen in appendix xvi.

D. Data Analysis

This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the teaching process. By applying this data, it will assumed to get the satisfying result in teaching speaking skill by applicating inside-outside circle techniquue. The qualitative data would be analyzed from the instrument. The quantitative data would be analyzed to see the

impact of students speaking skill. The researcher search the mean of each post test from every cycle. The researcher apply the following formula:

$$X = \frac{\sum X}{N}$$

Where :

X = The mean of the students score

$\sum X$ = The total score

N = The member of the students³¹

In order to agglomerate the member of master students, the researcher used the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = The percentage of students who get the point 80

R = The number of students who get point up to 80

T = The total of students who do the test.

Then, after getting mean of students' score per actions, the writer identifies whether or not there might have students' improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

³¹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2014), p. 86.

Where:

P = Percentage of students' improvement

y = Pre-test result

y_1 = Post-test I

$$P = \frac{y_2 - y}{y} \times 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y_2 = Post-test II

E. Research Procedure

This classroom action research would be conducted in two cycles of which have two sessions each. Before the first cycle would conducted, the researcher administered pre-test to know and measure the basic skill of the students' speaking. The two sessions of each cycle consisted of four interconnected activities, such as planning, action, observation and reflection were explained as follows.

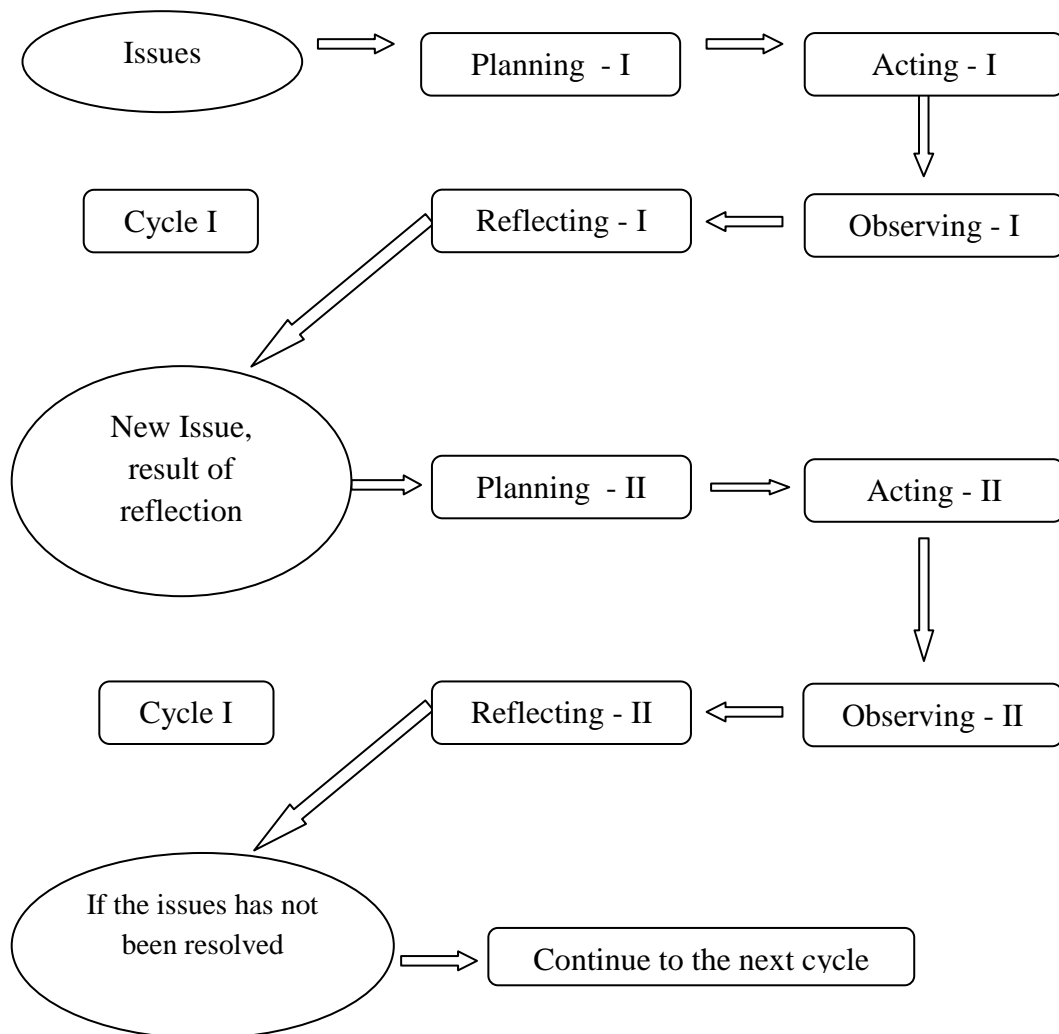


Figure 3.1

Action Research Cycle

1. Cycle I

a. Planning

Planning should be based on the problem identified. Below are the things that should be prepared:

- 1) The lesson plan
- 2) The materials for teaching speaking

- 3) The instrument for collecting data such as observation sheet and interview sheet
- 4) Preparing the facilities and media that would be used while doing teaching.
- 5) Preparing the assignment needed for students

b. Action

Here, the researcher apply the lesson plan in teaching process. The steps of teaching speaking were done by the teacher in the process should be based on the lesson plan.

c. Observation

The researcher use observation sheet that had been arranged before. Observation is process to get the information of action during teaching and learning process, such as the students' attitudes, behavior, and even obstacles that happen. It does by interview, observation and questioner sheets. Observation will do carefully by the researcher because it would be collected as the data which is use as basic reflection. In this phase the researcher observed the students while they speak well.

d. Reflection

Reflection is the evaluation of the action that had been done. In this step the data about process, problem and difficulties that was founded in the previous step werecontinued by reflection toward the effect of action.

2. Cycle II

The researcher would be done cycle II if the student's score is still low. It means that the researcher would be arranged the plan based on the problem or the procedure in cycle I that still have some weakness. So it would be needed to do cycle II. This cycle also consist of four phase like cycle I: Planning, Action, Observation, and Reflection.

F. Trustworthiness

In qualitative research, the data must be auditable. To be auditable, the researchers checked the transcription in other to be credible, transferable, and dependable. The following are further explanation on these three terms:

1. Credibility

Credibility is one method used by qualitative researchers to established trustworthiness by examining the data, data analysis, and conclusions to see weather or not the study is correct and accurate. For qualitative researchers, credibility is a method that includes researchers taking on activities that increase probability qualitative researchers can use to increase credibility in qualitative studies. The researchers verify the findings of the research through informants such as subject of the study (Speech teachers) as well as the students.

2. Transferable

Transferability is another method used by qualitative researchers to established trustworthiness. In qualitative studies, transferability means applying research result to other contexts and setting in order to get at generalizability.

Qualitative researchers use this method to provide a detailed description of the studies site, participants, and procedures used to collect data in order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize. To be transferable, this research was achieved through deep description of the research process and finding. The description is called setting context. This context would help the readers think whether the result can be transferred to different setting or receiving context.

3. Dependable

Dependability is a method qualitative researchers used to show consistency of findings. Qualitative researchers describe in detail the exact methods of data collection, analysis, and interpretation. This is so the study could be auditable to describe the situation, and for another researchers to follow the study. The following are ways to show dependability. It establishes the research study's findings as consistent and repeatable. Researchers aim to verify that their findings are consistent with the raw data they collected

4. Conformability

Conformability is a method used by qualitative researcher that establishing trustworthiness. Conformability includes an audit trail that includes data, such as electronically record materials, written field notes, documents, and record. This method is used for another researcher to be able to verify the study when presented with the same data. Conformability is achieved when findings of a study reflect from the participants of the study and make sure the data speaks for itself, and is not based on biases and assumption of the researcher.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research findings

This reasearch was applied by Classroom Action Research (CAR). It consists of 2 cycles. Every cycle consists of four phases those are: planning, acting, observing and reflecting. This study analyzed data from two kinds of data. They were quantitative data (speaking test) and qualitative data (interview, obsevation sheet, photography) which had been gathered two cycle. Each cycle consisted of two meetings, and there was one meeting for pre test. So, totally were five meetings in this study.

1. The Quantitative Data

The Quantitative data were taken from the tests result in the class, which was carried out in two cycles, there was five meetings were conducted. The test was given to the tudents in forms of pre-test, post test of cycle I and cycle II. The result of the students' score could be seen in the following tables.

Table 4.1 The Quantitative Data

No.	Initial of Students	Score of Pre-Test	Score of Post-Test I	Score of Post-Test II
1.	AFN	84	90	97
2.	ADM	83	88	95
3.	AAR	40	65	82

4.	ARI	46	57	67
5.	AA	70	80	86
6.	AFA	82	88	93
7.	ARH	62	80	86
8.	ARII	48	61	64
9.	AJS	58	61	75
10.	AD	43	64	81
11.	AAMA	69	80	86
12.	DCI	67	80	86
13.	FH	52	63	84
14.	FR	45	59	69
15.	FS	51	60	81
16.	FAR	56	71	75
17.	IAH	66	81	85
18.	IAZ	58	63	75
19.	IAB	61	80	86
20.	KS	61	80	86
21.	LH	69	81	85
22.	MY	51	58	80
23.	MIM	49	64	81
24.	MIQ	65	80	85
25.	MR	50	65	81
26.	NS	60	69	80
27	NNN	47	83	92
28	NW	81	84	88
29	RZ	46	61	69
30	RT	58	67	75
31	RL	66	80	86
32	RAH	57	83	88
33	SOS	70	81	85
34	SRR	50	80	85

35	SLH	58	81	84
36	SRM	55	71	80
37	SA	61	81	85
38	TLS	58	66	81
39	YC	38	64	81
40	ZL	66	80	86
Total ΣX		2357	2930	3296
The mean score		58.925	73.25	82.4

2. The Qualitative data

The qualitative data were collected by using interview, observation sheet diary notes and photography.

a. Interview

There are two interview sessions conducted. The first interview was done in the first cycle while students did pre test and the second one was done in the end of second cycle. The object of interview is English teacher and the students. In the first session, they were interviewed about their problems in speaking. While the second session, they were interviewed about their respond or comments about the application of inside-outside circle technique. The interview data can be seen in appendix vii to ix page 97.

b. Observation sheet

Observation was used to see the level of students' activities and teacher's activities during teaching learning process. The observation was focussed on the situation of teaching learning process which inside-outside circle technique was applied, students' activities and behaviour, students' speaking ability in English

Lesson, and interaction between teacher and students it can be seen in appendix x to xi page 102.

Based on the observation and written note, students more active and enthusiastic in learning process by applying inside-outside circle technique.

c. Diary notes

Diary notes were written by the researcher in every meeting during research process. Diary notes used to describe researcher thoughts and feelings about teaching learning process. The complete data on diary note can be seen in appendix xv page 112.

d. Photography

The researcher used a camera to collect the data. Camera was utilized to take photos and record the students' performance in the teaching and learning process. The complete data on photography can be seen in appendix xvi page 114.

3. Data Analysis

a. Quantitative data

The researcher gave test in the end of each cycle. It has been found that the means of students score increasing from pre test until post test. The following table.

Table 4.2 Students Test Score

NO	Initial Name	PRE-TEST	
		Score	Successful Criteria (>80)
1	AFN	84	Successful
2	ADM	83	Successful
3	AAR	40	Unsuccessful

4	ARI	46	Unsuccessful
5	AA	70	Unsuccessful
6	AFA	82	Successful
7	ARH	62	Unsuccessful
8	ARII	48	Unsuccessful
9	AJS	58	Unsuccessful
10	AD	43	Unsuccessful
11	AAMA	69	Unsuccessful
12	DCI	67	Unsuccessful
13	FH	52	Unsuccessful
14	FR	45	Unsuccessful
15	FS	51	Unsuccessful
16	FAR	56	Unsuccessful
17	IAH	66	Unsuccessful
18	IAZ	58	Unsuccessful
19	IAB	61	Unsuccessful
20	KS	61	Unsuccessful
21	LH	69	Unsuccessful
22	MY	51	Unsuccessful
23	MIM	49	Unsuccessful
24	MIQ	65	Unsuccessful
25	MR	50	Unsuccessful
26	NS	60	Unsuccessful
27	NNN	47	Unsuccessful
28	NW	81	Successful
29	RZ	46	Unsuccessful
30	RT	58	Unsuccessful
31	RL	66	Unsuccessful
32	RAH	57	Unsuccessful
33	SOS	70	Unsuccessful
34	SRR	50	Unsuccessful

35	SLH	58	Unsuccessful
36	SRM	55	Unsuccessful
37	SA	61	Unsuccessful
38	TLS	58	Unsuccessful
39	YC	38	Unsuccessful
40	ZL	66	Unsuccessful
Total $\sum X$		2357	
The Mean Score		58.925	

From the table of pre test, the total score of students was 2357 and the number of students who took the test was 40 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2357}{40}$$

$$X = 58.925$$

From the table above, students' speaking skill in English lesson was still low. The mean of students was 58.925 To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{36}{40} \times 100 \% = 90 \%$$

$$P_2 = \frac{4}{40} \times 100 \% = 10 \%$$

Table 4. 3 Distribution on Students' Speaking skill in English Lesson for Pre Test

	Criteria	Total Students	Percentage
P_1	Unsuccessful	36	90 %
P_2	Successful	4	10 %

From the table analysis above, the students' speaking skill in English lesson was still low. From the criteria 4 students got successful score or it was only 10 %. in other side 36 students got unsuccessful score or it was 90 %. It could be concluded that the students' speaking skill in English lesson was still low.

From the explanation above, students' speaking skill in English lesson was classified low. Then post test continued in cycle I. In the post test of the cycle I, the analysis can be followed below:

Table 4.4 The Result of Students' Speaking Skill in English Lesson

NO	Initial Name	CYCLE I	
		Score	Successful Criteria (>80)
1	AFN	90	Successful
2	ADM	88	Successful
3	AAR	65	Unsuccessful
4	ARI	57	Unsuccessful
5	AA	80	Successful
6	AFA	88	Successful
7	ARH	80	Successful
8	ARII	61	Unsuccessful
9	AJS	61	Unsuccessful
10	AD	64	Unsuccessful
11	AAMA	80	Successful

12	DCI	80	Successful
13	FH	63	Unsuccessful
14	FR	59	Unsuccessful
15	FS	60	Unsuccessful
16	FAR	71	Unsuccessful
17	IAH	81	Successful
18	IAZ	63	Unsuccessful
19	IAB	80	Successful
20	KS	80	Successful
21	LH	81	Successful
22	MY	58	Unsuccessful
23	MIM	64	Unsuccessful
24	MIQ	80	Successful
25	MR	65	Unsuccessful
26	NS	69	Unsuccessful
27	NNN	83	Successful
28	NW	84	Successful
29	RZ	61	Unsuccessful
30	RT	67	Unsuccessful
31	RL	80	Successful
32	RAH	83	Successful
33	SOS	81	Successful
34	SRR	80	Successful
35	SLH	81	Successful
36	SRM	71	Unsuccessful
37	SA	81	Successful
38	TLS	66	Unsuccessful
39	YC	64	Unsuccessful
40	ZL	80	Successful
Total $\sum X$		2930	
The Mean Score		73.25	

From the table of post test in cycle I, the total score of students was 2930 and the number of students was 40 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2930}{40}$$

$$X = 73.25$$

From the analysis above, students' speaking skill in English lesson got increasing. The mean of students was 73.25. And the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{19}{40} \times 100 \% = 47.5 \%$$

$$P_2 = \frac{21}{40} \times 100 \% = 52.5 \%$$

Table 4.5 Distribution of Students' Speaking skill in English lesson for Post Test I

	Criteria	Total Students	Percentage
P_1	Unsuccessful	19	47.5 %
P_2	Successful	21	52.5 %

The mean students was 73.25. 21 students got successful or it was 52.5 %. the other side 19 students got failed score or it was 47.5 %. Post test in cycle I is categorized unsuccess. The result of standard of success criteria (SKM) minimum was >80 score.

Based on the result of the students' speaking skill in the cycle 1, there was an improve of students' mean score from the students' speaking skill on the preliminary study to the students' speaking skill on the first cycle. It was from the preliminary study mean score from the mean class 58.925 improved to 73.25 or from 4 students who passed the score above the Minimum Mastery Criterion to 21 students. It means that there was 24.31% of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{73.25 - 58.925}{58.925} \times 100\%$$

$$P = \frac{14.325}{58.925} \times 100\%$$

$$P = 24.31\%$$

Students' speaking skill in English lesson on the topic expressing asking for and giving opinion was classified unsuccessful, so cycle II is need to improving the higher score of students, so it must be improved in cycle II. And the following analysis for cycle II is:

Table 4.6 The Result of Students' Score for Cycle II

NO	Initial Name	CYCLE II	
		Score	Successful Criteria (>80)

1	AFN	97	Successful
2	ADM	95	Successful
3	AAR	82	Successful
4	ARI	67	Unsuccessful
5	AA	86	Successful
6	AFA	93	Successful
7	ARH	86	Successful
8	ARII	64	Unsuccessful
9	AJS	75	Unsuccessful
10	AD	81	Successful
11	AAMA	86	Successful
12	DCI	86	Successful
13	FH	84	Successful
14	FR	69	Unsuccessful
15	FS	81	Successful
16	FAR	75	Unsuccessful
17	IAH	85	Successful
18	IAZ	75	Unsuccessful
19	IAB	86	Successful
20	KS	86	Successful
21	LH	85	Successful
22	MY	80	Successful
23	MIM	81	Successful
24	MIQ	85	Successful
25	MR	81	Successful
26	NS	80	Successful
27	NNN	92	Successful
28	NW	88	Successful
29	RZ	69	Unsuccessful
30	RT	75	Unsuccessful
31	RL	86	Successful

32	RAH	88	Successful
33	SOS	85	Successful
34	SRR	85	Successful
35	SLH	84	Successful
36	SRM	80	Successful
37	SA	85	Successful
38	TLS	81	Successful
39	YC	81	Successful
40	ZL	86	Successful
Total $\sum X$		3296	
The Mean Score		82.4	

From the table, the students' speaking skill in English lesson was increased on the topic "Recount text". The standard of maximum criteria was achieved with mean 82.4 from the total score of students was 3296 divided the number of students who done the test was 40 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{3296}{40}$$

$$X = 82.4$$

From the analysis above, students' speaking skill in English lesson has improved. The mean of students was 82.4 and the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{8}{40} \times 100 \% = 20 \%$$

$$P_2 = \frac{32}{40} \times 100 \% = 80 \%$$

Table 4.7 Distribution of students' Speaking skill for Post Test II

	Criteria	Total Students	Percentage
P_1	Unsuccessful	8	20 %
P_2	Successful	32	80 %

From the table of analysis, the students' speaking skill in English lesson improved. The mean of students was 82.4. From the criteria 32 students got success score or it was 80%. In the other side 8 students got failed score or it was 20%. It could be concluded that the students' skill in speaking improved. Post test cycle II was categorized success.

The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y_2 - y}{y} \times 100\%$$

$$P = \frac{82.4 - 58.925}{58.925} \times 100\%$$

$$P = \frac{23.475}{58.925} \times 100\%$$

$$P = 39.83\%$$

From the explanation above, the students in speaking skill was classified a very good level while doing action research on cycle II. This is the result of students' score in speaking skill based on the topics, Recount text.

Table 4.8 Students' Score

N O	Initial Name	PRE-TEST		POST-TEST I		POST-TEST II	
		S c o r e	Successful criteria (>80)	S c o r e	Successful criteria (>80)	S c o r e	Successful criteria (>80)
1	AFN	84	Successful	90	Successful	97	Successful
2	ADM	83	Successful	88	Successful	95	Successful
3	AAR	40	Unsuccessful	65	Unsuccessful	82	Successful
4	ARI	46	Unsuccessful	57	Unsuccessful	67	Unsuccessful
5	AA	70	Unsuccessful	80	Successful	86	Successful
6	AFA	82	Successful	88	Successful	93	Successful
7	ARH	62	Unsuccessful	80	Successful	86	Successful
8	ARII	48	Unsuccessful	61	Unsuccessful	64	Unsuccessful
9	AJS	58	Unsuccessful	61	Unsuccessful	75	Unsuccessful
10	AD	43	Unsuccessful	64	Unsuccessful	81	Successful
11	AAM	69	Unsuccessful	80	Successful	86	Successful
12	DCI	67	Unsuccessful	80	Successful	86	Successful
13	FH	52	Unsuccessful	63	Unsuccessful	84	Successful
14	FR	45	Unsuccessful	59	Unsuccessful	69	Unsuccessful
15	FS	51	Unsuccessful	60	Unsuccessful	81	Successful
16	FAR	56	Unsuccessful	71	Unsuccessful	75	Unsuccessful
17	IAH	66	Unsuccessful	81	Successful	85	Successful
18	IAZ	58	Unsuccessful	63	Unsuccessful	75	Unsuccessful
19	IAB	61	Unsuccessful	80	Successful	86	Successful
20	KS	61	Unsuccessful	80	Successful	86	Successful
21	LH	69	Unsuccessful	81	Successful	85	Successful
22	MY	51	Unsuccessful	58	Unsuccessful	80	Successful
23	MIM	49	Unsuccessful	64	Unsuccessful	81	Successful

24	MIQ	65	Unsuccessful	80	Successful	85	Successful
25	MR	50	Unsuccessful	65	Unsuccessful	81	Successful
26	NS	60	Unsuccessful	69	Unsuccessful	80	Successful
27	NNN	47	Unsuccessful	83	Successful	92	Successful
28	NW	81	Successful	84	Successful	88	Successful
29	RZ	46	Unsuccessful	61	Unsuccessful	69	Unsuccessful
30	RT	58	Unsuccessful	67	Unsuccessful	75	Unsuccessful
31	RL	66	Unsuccessful	80	Successful	86	Successful
32	RAH	57	Unsuccessful	83	Successful	88	Successful
33	SOS	70	Unsuccessful	81	Successful	85	Successful
34	SRR	50	Unsuccessful	80	Successful	85	Successful
35	SLH	58	Unsuccessful	81	Successful	84	Successful
36	SRM	55	Unsuccessful	71	Unsuccessful	80	Successful
37	SA	61	Unsuccessful	81	Successful	85	Successful
38	TLS	58	Unsuccessful	66	Unsuccessful	81	Successful
39	YC	38	Unsuccessful	64	Unsuccessful	81	Successful
40	ZL	66	Unsuccessful	80	Successful	86	Successful
Total $\sum X$		2357		2930		3296	
The mean score		58.925		73.25		82.4	

The mean of students in speaking skill improved on pre-test, post-test in cycle I and post-test in cycle II.

Table 4.9 The Result of Students' Score for Pre-Test, Pots-Test I and Post-Test II

Meeting		Students Who Get Score >80	Percentage
Pre-Test	I	4	10%
Post-Test I	III	21	52.5%
Post-Test II	V	32	80%

The result showed the improving of students' score from the pre-test to post test II. In the pre-test, there was only 10% (4 students) who got point >80. In the post-test I there was 52.5% (21 students) who got point >80. It means that there was improving 42.5%. The post test in cycle II, there was 80% (32 students) who got point >80. The improving was about 27.5% and the total improving of students' score from pre-test until post test II was 70 %. It can be concluded that Inside-Outside circle technique worked effectively and efficiently in helping students' in speaking skill in the second grade of senior high school at MAN 3 Medan and this learning has applied successfully and able to improved students' in speaking skill.

b. Qualitative data

The researcher was conducted in two cycles. In cycle I, there were three meetings and cycle II there were two meetings.

1. Cycle I

a. Planning

Based on result pre-test which had been administrated before. It was known that the level of the students in speaking skill was low. Some problems also had been predicted. The students were difficult to spoken English when they wanted to talked with other, were lack of vocabulary.

Inside-Outside Circle technique applied to improved the students speaking skill, the researcher would be the teacher and the English teacher would be the collaborator who observed the teaching learning process in which Inside-Outside Circle technique was applied. The researcher made lesson plan as the scenario of

teaching, the teaching material was about expressing asking for and giving opinion. In the first cycle the instruments for collecting data (observation sheet, interview, dairy notes, documentation) were also prepare.

b. Action

Action was plannings that had arranged were conducted. In this cycle the researcher taught the students how to expressing asking for and giving opinion based on the lesson plan that had been made. The inside-outside circle technique also was applied in the first cycle. The first cycle was applied during second meeting to the third meeting.

In the second meeting, researcher began to explain expressing asking for and giving opinion. The reseacher explain about the social function about expressing asking for and giving opinion. In this meeting was the application inside-outside circle technique applied. Students were spoken by applying inside-outside circle technique. The researcher divided the class into some groups which applying this technique. There were the procedure of inside-outside circle technique:

- c. The teacher prepares question, or provides a question card for each students.
- d. Students form pairs. One students from each pair move to form one large circle in the class facing outward.
- e. Remaining students find and face their partner (class now stands in two concentric circles).

f. Inside students ask a question from their question cards; outside circle answer.

Inside circle students praise or coach (alternative : the teacher asks a question and indicates inside or outside to answer to their partner).

g. Partner switch roles: Outside circle students asks, and them praise coach.

h. Partners trade question card.

i. Inside circle students rotate clockwise to a new partner.

c. Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, students' response and students' participation during teaching and learning process using action learning strategy. It was found that the students got difficulties in speaking. Some students were serious in the class but there were some students who still noise, and disturbed their friends. Observation was done carefully because data which was taken from this activity were used as a basis reflection. And In this cycle, teacher gave the speaking test.

d. Reflecting

The researcher and the teacher evaluated about the conclusion of implementing the action. Based on the result of post test I, they were only 21 students or 52.5 % of students who passed the KKM. Then, the researcher and the teacher tried to modify the action in order 75% of students in the classs could pass the KKM. Instead, the researcher and the teacher felt satisfied enough because their efforts to improve students' speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of

that, the students seemed to accept the material easily by applying inside-outside circle technique. From the reflecting phase above, there must be more efforts to improve students' speaking skill by applying inside-outside circle technique. This efforts was done in the next lesson plan of cycle two.

2. Cycle II

The second cycle was done by the researcher in order to get the better improvement of the students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follows :

a. Planning

After finding the fact that the students' speaking skill was low, which was proven by their post test I scores, the researcher rearrange the lesson plan which was used in the previous cycle with some modifications. Beside of that, the researcher still also prepared the observation sheet to note the classroom activities. Next, the researcher also prepared the post test 2 to collect the data.

b. Action

In this meeting, the researcher asked the students the difficulty in applying inside-outside circle technique and try to emphasize some aspects that have not been done yet in the first cycle. The procedures of this strategy were same with the first cycle. Researcher tried to the best in teaching students and motivated them to improve their speaking skill. And in this meeting the researcher gave the speaking evaluation II.

c. Observing

The students' interest and speaking skill were improved contiously. They were more enthusiastic and serious. The condition of the class was also quite and the

students had good responses to the teacher's explanation. Researcher also saw they did not have any problem doing their test.

d. Reflecting

After the second cycle had been completed, the students and the teacher were interviewed to know their comment about the whole research. And in this cycle the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from pretest, post test 1, and post test 2. After achieving the target research of where minimally 75% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

4. Main Finding

The result indicated that there was an improving on the students' speaking skill by applying inside-outside circle technique. The mean of second cycle was 82.4. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >80 also grew up. In the pre-Test, the students who got point >80 up were 4 students (10%). In the post-test of cycle I students who got point >80 up were 21 students (52.5%). The post-test of cycle II, students who got point >80 were 32 students (80%). in other words, the students speaking skill improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and interview, diary notes, documentation. All of these data

indicated that the students given their attitude and responses during teaching-learning process. Based on the result of the quantitative and qualitative data, it could be concluded that the application Inside-Outside Circle technique could improve students speaking skill especially at MAN 3 Medan.

B. Discussion

This research was conducted to find out the improving of the students' speaking skill by applying inside-outside circle technique. The inside-outside circle technique was one of the technique that could be used by the teacher in teaching English to improve the students speaking skill.

The research that had been done by the researcher indicated that inside-outside circle technique was effective or could be used in teaching speaking. It could be seen from the tables that showed us the improving of students' score from pre-test, post test I and post test II. The improving because of the teacher knew how to control the class and created the active class. Besides that, the inside-outside circle technique helped the students to understand the subject easily.

So it could be concluded that the result of the research showed that the application inside-outside circle technique could improve the students speaking skill. It could be seen from the qualitative data by prove the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the qualitative data that showe the students' was active and spirit in teaching-learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

By conducting all the process of study, the researchers can conclude these following conclusion:

1. The application inside-outside circle technique in teach speaking skill applied by some steps were : the researcher prepared question, or provided a question card for each students, remaining students find and face their partner, in pair students asked and answered the question with their partner,.
2. The students were more active and participated in the teaching-learning process of speaking. Therefore, inside-outside circle technique can be alternative technique for teacher in teaching speaking which can improve and keep their speaking. In the first test (pre-test) the students who passed the KKM 80 were 4 students of 40 students (10%). In the second test (post-test 1) the students who got the score up 80 or passed KKM were 21 students of 40 students (52.5%). In the third test (post-test 2) the students passed KKM 80 were 32 students of 40 students (80%).

B. Suggestion

The result of the study shows that the application inside-outside circle technique to teach speaking skill. These following suggestions are offered:

1. To English teacher, it is better to apply inside-outside circle technique to teach speaking skill, because it can improve the students speaking skill
2. The teacher should give clear explanation and instruction in directing his students applying inside-outside circle technique.
3. The teacher should control the students' activities.
4. To the students, it is suggested to apply relevant topic to conduct further research by application inside-outside circle and the students should have more confidence in exploring their skill and idea in speaking.
5. For all readers, this study will inspire other researchers to conduct the similar study about inside-outside circle technique or some others close theme about teaching technique that can make the process of teaching and learning runs better than before using them.

Finally, the writer realizes that this research still have some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make research better.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN 3 Medan

Mata Pelajaran : Bahasa Inggris

Kelas : XI / II

Materi Pokok : Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya (Expressing Asking for and Giving Opinions)

Alokasi Waktu : 2 x 45

A. Kompetensi Inti :

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar:

1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International

2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran

C. Indikator :

(Sikap Spiritual)

1.1.1. Menunjukkan semangat mengikuti pembelajaran dengan berdoa sebelum dan sesudah pembelajaran

1.1.2. Menunjukkan keseriusan mengikuti pembelajaran dengan bersyukur karena masih dapat mengikuti pembelajaran

(Sikap Sosial)

2.1.1. Menunjukkan perilaku **peduli** terhadap kebersihan kelas sebelum mulai pembelajaran

2.1.2. Menunjukkan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman

2.1.3. Menunjukkan perilaku **peduli** dalam berkomunikasi interpersonal dengan guru dan teman

(Pengetahuan)

3.3.1. Mengidentifikasi ungkapan menyatakan pendapat dan pikiran serta responnya

3.3.2. Menirukan model interaksi menyatakan pendapat dan pikiran

3.3.3. Mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran serta responnya (fungsi sosial, struktur teks, dan unsur kebahasaan).

3.3.4. Membandingkan berbagai ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia.

- 3.3.5. Mengidentifikasi model percakapan tentang menyatakan pendapat dan pikiran serta responnya
- 3.3.6. Menemukan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dipelajari dengan yang ada di berbagai sumber lain.

(Penerapan)

- 4.4.1. Menyusun percakapan menggunakan ungkapan menyatakan pendapat dan pikiran serta responnya dalam konteks simulasi, role play, dan kegiatan lain yang terstruktur.
- 4.4.2. Menggunakan ungkapan menyatakan pendapat dan pikiran serta responnya didalam dan di luar kelas.

D. Tujuan Pembelajaran :

(Sikap Spiritual)

- 1.1.1. Siswa dapat menunjukkan semangat mengikuti pembelajaran dan mengawalinya dengan berdoa.
- 1.1.2. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran dengan menunjukkan rasa syukur.

(Sikap Sosial)

- 2.1.1. Siswa dapat menunjukkan perilaku **peduli** terhadap kebersihan kelas sebelum mulai pembelajaran.
- 2.1.2. Siswa dapat menunjukan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.
- 2.1.3. Siswa dapat menunjukkan **perilaku** peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi ungkapan menyatakan dan pikiran serta responnya
- 3.3.2. Siswa dapat menirukan model interaksi menyatakan pendapat dan pikiran
- 3.3.3. Siswa dapat mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran serta responnya (fungsi sosial, struktur teks, dan unsur kebahasaan).
- 3.3.4. Siswa dapat membandingkan berbagai ungkapan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia.

3.3.5. Siswa dapat mengidentifikasi model percakapan tentang menyatakan pendapat dan pikiran serta responnya

3.3.6. Siswa dapat menemukan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dipelajari dengan yang ada di berbagai sumber lain.

(Penerapan)

4.4.1. Siswa dapat menyusun percakapan menggunakan ungkapan menyatakan pendapat dan pikiran serta responnya dalam konteks simulasi, role play, dan kegiatan lain yang terstruktur.

4.4.2. Siswa dapat menggunakan ungkapan menyatakan pendapat dan pikiran serta responnya didalam dan di luar kelas.

E. Materi :

- Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya
- Fungsi Sosial : Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Ungkapan : menyatakan pendapat/pikiran:

I think ...

I suppose...

In my opinion ...

When we want to express opinion we use:

❖ **Certain verbs such as: *feel, think, believe, understand, etc***

example:

- ***I think* you should support this policy.**
- ***I believe* that Indonesia still has a chance.**

❖ **Linking verbs such as : *appear, seem, look, and get***

example:

- ***He seems* the right person for the job.**
- ***She appears* younger than her age.**

❖ **Opinion adjective, such as: *the best, nice, clean, excellent, etc***

example:

- ***He's an excellent* student.**
- **The decision to take that role is *the best*.**

❖ **Phrases, such as: *In my opinion....., according to me....., etc***

example:

- *In my opinion, he seems the right person for the job.*
- *According to me, he's excellent student.*

Asking someone's opinion	Expressing opinion
What do you think of....?	Well, if you ask me, they're terrible
How do you feel about.....?	As far as I'm concerned, they're pretty good
What's your opinion about...?	Most of the program are not interesting
	The program is not educational
	That program is the best among the others.

Agreeing with an opinion	Disagreeing with an opinion
I agree	I don't agree / I disagree
I think so, too	I don't think so
Indeed, they're great	No, I think they're not quite good
I'm completely agree with you	I completely disagree with you
I'm of the same opinion as you	I don't think we have the same opinion

- Unsur Kebahasaan :Ucapan, tekanan kata, intonasi

F. Metode :

Inside-Outside Circle Technique

G. Media :

White board, Laptop, Rekaman untuk Speaking, gambar.

H. Sumber :

- Koran/ majalah berbahasa Inggris
- Buku Look Ahead kelas XI
- Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

I. Langkah-langkah Pembelajaran :

Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa memperhatikan kebersihan kelas	- memperhatikan kebersihan kelas	
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- mengkondisikan siswa untuk siap mengikuti pelajaran	- Siswa bersedia mengikuti pelajaran	15'
- Meminta siswa mendengarkan dialog dengan ungkapan menyatakan pendapat dan pikiran serta responnya	- Siswa mendengarkan dialog dengan ungkapan menyatakan pendapat dan pikiran serta responnya	
- meminta siswa untuk menirukan pengucapan ungkapan	- menirukan pengucapan ungkapan menyatakan	

menyatakan pendapat dan pikiran serta responnya	pendapat dan pikiran serta responnya	
- meminta siswa mengidentifikasi bagian dialog yang merupakan pendapat dan pikiran serta responnya	- mengidentifikasi bagian dialog yang merupakan pendapat dan pikiran serta responnya	

b. Mempertanyakan (Questioning)		
- Mempersiapkan pertanyaan/menyediakan kartu pertanyaan untuk masing masing siswa	- Siswa menerima kartu pertanyaan(Question card) dari Guru	5'
- Meminta siswa untuk membentuk pasangan, satu siswa dari masing masing pasangan pindah membentuk satu lingkaran besar	- Siswa membentuk pasangan (Lingkaran/Lapisan luar)	
- Meminta siswa dari siswa mencari dan menghadap pasangan mereka	- Siswa mencari pasangan dan membentuk lingkaran/Lapisan dalam	
c. Mengeksplorasi (Exploring)		
- Meminta siswa yang didalam lingkaran menanyakan pertanyaan dari kartu pertanyaan mereka	- Siswa menanyakan pasangannya (Siswa didalam lingkaran) dan siswa yang diluar lingkaran menjawab pertanyaan	20'
- Meminta siswa memutar peran (Pergantian pasangan)	- Siswa berputar mengganti pasangan (Siswa didalam lingkaran)	
- Meminta siswa yang diluar lingkaran menanyakan pertanyaan	- Siswa menjawab pertanyaan (lingkarang dalam)	
- Meminta siswa menukar kartu	- Siswa menukar kartu	

pertanyaan	pertanyaan (Siswa yang didalam lingkaran memutarakan searah jarum jam ke pasangan yang baru).	
d. Mengasosiasi (Associating)		
- memberi siswa kesempatan menganalisa berbagai model ungkapan menyatakan pendapat dan pikiran serta responnya yang didapat dari berbagai sumber (Koran atau internet)	- Menganalisa berbagai model ungkapan menyatakan pendapat dan pikiran serta responnya	15'
- Meminta siswa mengidentifikasi berbagai macam ungkapan menyatakan pendapat dan pikiran serta responnya dengan tepat	- mengidentifikasi berbagai macam ungkapan menyatakan pendapat dan pikiran serta responnya dengan tepat	
- Meminta siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya) dalam bahasa Inggris dan bahasa Indonesia	- membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya di latihan sebelumnya dalam bahasa Inggris dan bahasa Indonesia	
e. Mengkomunikasikan (Communicating)		
- meminta siswa berpasangan membuat contoh dialog tentang menyatakan pendapat dan pikiran serta responnya.	- berpasangan membuat contoh dialog tentang menyatakan pendapat dan pikiran serta responnya	15'
- memberi masukan baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	- mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	

- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam lembar refleksi diri.	
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3) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10'
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu/kelompok dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	- membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

J. Penilaian :

- 1) Penilaian sikap spiritual dan sosial
 - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
 - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
- 2) Penilaian pengetahuan dilakukan dengan : Tes Lisan (soal terlampir)
- 3) Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

Mengetahui

Medan, April 2018

Kepala MAN 3 Medan

Guru Mata Pelajaran

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APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN 3 Medan
Pelajaran : Bahasa Inggris
Kelas/Semester : XI/II
Materi Pokok : Teks Recount
Alokasi Waktu : 2 x 45

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.
- 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. Indikator Pencapaian Kompetensi

- 3.9.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
- 3.9.2 Mengurai gambaran umum dan informasi tertentu dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
- 3.9.3 Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana.
- 4.13.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang kegiatan/kejadian/peristiwa.
- 4.13.2 Menyunting teks *recount* sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.14.1 Menyunting teks recount sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.14.2 Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. Tujuan Pembelajaran

1. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
2. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dan menyunting teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
3. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

E. Materi Pembelajaran

Teks recount sederhana lisan dan tulis

Fungsi sosial :to tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of

(Pengenalan: Who, When, Where, dll)	colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

F. Metode Pembelajaran; IOC

Model Pembelajaran *IOC Technique (Inside-Outside Circle Technique)*

G. Media, Alat, dan Sumber Pembelajaran

1. Media : White board, Power Point Presentation

2. Alat : *Laptop, Alat record(HP)*

3.Sumber Belajar : www.englishindo.com, <http://www.britishcouncil.or>

H. Langkah-langkah Pembelajaran :

Pertemuan 1

4) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa memperhatikan kebersihan kelas	- memperhatikan kebersihan kelas	
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	

1) Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- mengkondisikan siswa untuk siap mengikuti pelajaran	- Siswa bersedia mengikuti pelajaran	15'
- Meminta siswa mendengarkan Penjelasan guru tentang teks recount	- Siswa mendengarkan Penjelasan guru tentang teks recount	
- Meminta Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa	- Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa	

tersebut dengan bimbingan guru.	tersebut	
- Meminta siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca	- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca	

b. Mempertanyakan (Questioning)		
- Mempersiapkan pertanyaan/menyediakan kartu pertanyaan untuk masing masing siswa	- Siswa menerima kartu pertanyaan(Question card) dari Guru	5'
- Meminta siswa untuk membentuk pasangan, satu siswa dari masing masing pasangan pindah membentuk satu lingkaran besar	- Siswa membentuk pasangan (Lingkaran/Lapisan luar)	
- Meminta siswa dari siswa mencari dan menghadap pasangan mereka	- Siswa mencari pasangan dan membentuk lingkaran/Lapisan dalam	
c. Mengeksplorasi (Exploring)		
- Meminta siswa yang didalam lingkaran menanyakan pertanyaan dari kartu pertanyaan mereka	- Siswa menanyakan pasangannya (Siswa didalam lingkaran) dan siswa yang diluar lingkaran menjawab pertanyaan	20'
- Meminta siswa memutar peran (Pergantian pasangan)	- Siswa berputar mengganti pasangan (Siswa didalam lingkaran)	
- Meminta siswa yang diluar lingkaran menanyakan pertanyaan	- Siswa menjawab pertanyaan (lingkaran dalam)	
- Meminta siswa menukar kartu	- Siswa menukar kartu	

pertanyaan	pertanyaan (Siswa yang didalam lingkaran memutarakan searah jarum jam ke pasangan yang baru).	
d. Mengasosiasi (Associating)		
- Meminta siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain	- Siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain	15'
- Meminta siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok	- Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja	
- Meminta siswa secara kelompok membuat teks recount sederhana berupa percakapan singkat	- Siswa secara kelompok membuat teks recount sederhana berupa percakapan	
e. Mengkomunikasikan (Communicating)		
- Meminta siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibuat dalam bentuk percakapan singkat	- Siswa berpasangan mencari gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount	15'
- Meminta siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan	- Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan	

kegiatan/kejadian/peristiwa dan termasuk menyebutkan dukungan dan kendala yang dialami	kegiatan/kejadian/peristiwa dan termasuk menyebutkan dukungan dan kendala yang dialami	
- memberi masukan baik dari aspek struktur teks, kebahasaan ucapan dll.	- mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan ucapan dll.	

1) Kegiatan Penutup

Guru	Siswa	Waktu
- Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?	- Menjawab umpan balik yang diberikan guru	10'
- memberikan penugasan terstruktur individu/kelompok dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	- membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan	- mendengarkan penjelasan guru	

pertemuan berikutnya	tentang rencana kegiatan pertemuan berikutnya	
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I. Penilaian :

- 4) Penilaian sikap spiritual dan sosial
 - c. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
 - d. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
- 5) Penilaian pengetahuan dilakukan dengan : Tes Lisan (soal terlampir)
- 6) Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

Mengetahui

Medan, Mei 2018

Kepala MAN 3 Medan

Guru Mata Pelajaran

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APPENDIX III

Pre-Test

Test : Oral test (Monologue)

Task

- Do you agree or disagree if the Government blockade the Facebook?
- Give your opinion!

Topic : Facebook will blockade.

APPENDIX IV

Post-Tes I

Test : Oral test (Group discussion)

Task :

In groups discuss the following topic through picture by giving your opinions or arguments related to the topic below!

Topic : Facebook as one of social media.



APPENDIX V

Post-Tes II

Test : Oral test (Group discussion)

Task :

In groups discuss or tell your experience with your partner or your friend.

Topic : Unforgettable experience

APPENDIX VI

TRANSCRIPTS OF STUDENTS' RECORD(PRE-TEST)

Name : Ahmad Fadlan

KKM : 80

My opinion about facebook will blockade, I agree, Because facebook it can make us to forget the time. Beause it is to happy to chance with someone we love, Beside facebook also sometimes is real hoax news that in uncertain the through so as to make people confused.

Name : Anisa Fadila

KKM : 80

My opinion about facebook will blockade, I disagree because all of my application connect to facebook. But, I agree too because to much alayers and I'm not used it anymore.

Name : Luthfiah Hanifah

KKM : 80

My opinion about facebook will blockade I agree. Because I'm not used it anymore or my friends not to used it, and I don't have many friends in there.

TRANSCRIPTS OF STUDENTS' RECORD(POST-TEST I)

Name : Dwi Cantika Indriani

Name : Shaerly Octavia S

KKM : 80

Dwi : Assalamu'alaikum...

Sherly : Wa'alaikum Salam..

Dwi : Can I ask You?

Sherly : Of course

Dwi : Do You have facebook? And what do You think about facebook?

Sherly : Yes, I have, I think facebook is not good for me. Because
sometimes I can see photos or videos in my facebook. Ee,,So I
don't like it.

Dwi : Oh..Really

Sherly : Yes...

And do You have facebook?

Dwi : Yes, I have

Sherly : And what do You think about facebook?

Dwi : I think facebook good for me. Because I can see the news and I
can
tren on facebook.

Sherly : Oh,,,,good for You

Dwi : Thank You

Sherly : Do You agree facebook will blockade?

Dwi : No, I disagree.

Sherly : Ok...

Name : Maulana Yusuf

Name : Ahmad Fadhlan

KKM : 80

Yusuf : What is Your opinion about facebook?

Fadhlan : E,,My opinion

As we know that facebook is a social network, where we can interact with people far from where we are.

My opinion about facebook will blockade is ee,,I am agree, Because facebook can make us forget the time.

Fadhlan : And what your opinion about facebook?

Yusuf : I think facebook is was culture daily life. Because it can help to contact someone or our friends.

Thank you.

Name : Syarifah Adilla Husna

Name : Azrah Aulia Marhamah Aruan

KKM : 80

Syarifah : What is Your opinion about facebook?

Azrah Aulia : My opinion about facebook. Facebook it can help us to contact

someone

or our friends with simple ways.

Azrah Aulia : What do You think about facebook?

Syarifah : In my opinion facebook is not so interesting intermezzo right

now.

Because it little boring, and there too much hoax news.

TRANSCRIPTS OF STUDENTS' RECORD(POST-TEST II)

Name : Nur Nabila N

Name : Suri Luthfi Hidayat

KKM : 80

Nabila : Hey You! What up.

Suri : What up!

Nabila : Suri, can I ask you about your holiday?

Suri : Oh sure, You can

Nabila : Hmmm...by the way where are you go when holiday?

Suri : I go to Berastagi with my family, We use our car

Nabila : Oh...what are you doing in there?

Suri : Me and my family, just did our daily activities in hotel. In there
the temprature was so cool, so we can't steep well. And the day
after today, we go to Sidebuk-debuk.

Nabila : So how long You in there?

Suri : Two days one night.

Nabila : Wah, so funny

Suri : How about you Nabila?

Nabila : Oh,,,me. My holiday, me and family went to islands,

namely”Pandan island” and the “Salah nama island” After we all

gathered at the “Batubara harbour, we boarded the chosen ship.

Then we arrived at the first island, namely Pandan island. In

there so many beautifull view. Then we continued our journey on

the second island of the Salah nama island. For me that is a

memorable experience.

Suri : So excited Nabila..

Nabila : Hehe...Thank You.

Suri : Ok, my time is up. See You soon.

Nabila : Ok! By by...

Name : Anisa Fadila

Name : Fara Sadilla

KKM : 80

Anisa Fadila : Hallo, Fara

Fara Sadilla : Hallo, Dila

Anisa Fadila : How are you today?

Fara Sadilla : I'm fine, Thank You, And You

Anisa Fadila : I'm fine too. I want ask you. Have You ever go to Aceh
when holiday?

Fara Sadilla : Yes, I have

Anisa Fadila : How your experiences in Aceh?

Fara Sadilla : My experience in Aceh is very good. The scenery in Aceh
is very beautiful. I visited many tourist attractions in
Aceh. Where do you go when holiday?

Anisa Fadila : When holiday, sometimes I stay at home, sometimes I go
with my family or my friends.

Fara Sadilla : Where do You usually go?

Anisa Fadila : We went to food court, mall, or visit a friend's house or

family's home

Fara Sadilla : Okay, I have to go. See You.

Anisa Fadila : See You too.

APPENDIX VII

INTREVIEW SHEET

INTERVIEW WITH THE ENGLISH TEACHER AT FIRST SESSION AT MAN 3 MEDAN

- Date : April 2018
- Name of Teacher : Mhd. Rasyid Ridho, S.Ag., M.A.
- Researcher : Muhammad Ali
-
- The researcher : Thanks for giving me chance to do my research in your
class sir. Do the students in the class like the English
Subject especially on Speaking Skill?
- The Teacher : Yes, They do
- The researcher : According to you, how is the students skill in English
especially in Speaking Skill?
- The teacher : Their skill is not so bad, because many of students join the
English club, And also many students join English course.
- The researcher : Generally, What technique You use in teaching English
especially on Speaking Skill Sir?
- The teacher : Usually I use discussion technique and etc...

The researcher : What the difficulties of the students when they learned English especially on Speaking Skill Sir?

The teacher : Some Students lack of vocabulary and some students afraid of making mistake.

APPENDIX VIII

INTREVIEW SHEET

INTERVIEW WITH THE STUDENTS AT FIRST SESSION AT MAN 3

MEDAN

- The researcher : Do you like English, why ?
- The student I : Yes, I like, because English is one of an international language
- The student II : Yes, I do, because if I can Speak English, I think it's look cool.
- The student III : Yes, I do, because from junior high school I was interested in English subject
- The Researcher : What do you think about your Speaking Skill ?
- The student I : I think my speaking skill just so so Sir...
- The student II : I think my Speaking Skill still low Sir,,
- The student III : I think my Speaking Skill is not so bad
- The researcher : What is your difficulties in Speaking Skill ?
- The student I : My difficulty in Speaking English is Grammar Sir.
- The student II : My difficult in pronunciation Sir

The student III : ee... My difficult in Speaking Skill,,ee I have limited vocabulary Sir

APPENDIX IX

INTREVIEW SHEET

INTERVIEW WITH THE STUDENTS IN THE LAST TIME AT MAN 3

MEDAN

- The researcher : What do you think about the Application Inside-Outside Circle technique in teach Speaking Skill?
- The student I : I think about the Application Inside-Outside Circle technique in teach Speaking Skill yesterday is good, because it can increase interaction to others
- The student II : I am very happy Sir, Its really help me in Speaking Skill Sir.
- The student III : ee,,,I was very happy Sir, because that technique can help my speaking skill and that so interest.
- The researcher : Thank you all my Students
- The students : You're welcome Sir.

APPENDIX X

OBSERVATION SHEET

CYCLE I

Collaborator (English Teacher) : Mhd. Rasyid Ridho, S.Ag., M.A.

The researcher : Muhammad Ali

Put a checklist (√) in column Yes/No based on your observation

Focus	No	Observation topics	Cycle I	
			Yes	No
The researcher (as the teacher)	1.	The teacher attract students attention	√	
	2.	The teacher explains teaching objectives		√
	3.	The teacher motivates students to show their best in giving opinion	√	
	4.	The teacher prepares teaching material by using media systematically		√
	5.	The teacher explains the lesson about the speaking	√	
	6.	The teacher response to students' question	√	
	7.	The teacher explain how the way to expressing asking and giving opinion	√	
	8.	The techer give feedback to the students	√	
	9	The teacher manages the time effectively and efficiently	√	
The Students	10.	The students pay attention to the teacher explanation	√	
	11.	The students ask question to the teacher if there is something unclear		√
	12.	The students give a good respond to the topic given	√	

	13.	The students feel interest in teaching learning process	√	
	14.	The student participate enjoy the instructional of inside-outside circle technique	√	
	15.	All the students do their speaking test	√	
Context	16.	The classroom is save from crowded	√	
	17.	The classroom is comortable (clean,calm)	√	
	18.	The classroom has teaching aids (marker, whiteboard,etc)	√	

Medan, 27 April 2018

APPENDIX XI

OBSERVATION SHEET

CYCLE II

Collaborator (English Teacher) : Mhd. Rasyid Ridho, S.Ag., M.A.

The researcher : Muhammad Ali

Put a checklist (√) in column Yes/No based on your observation

Focus	No	Observation topics	Cycle I	
			Yes	No
The researcher (as the teacher)	1.	The teacher attract students attention	√	
	2.	The teacher explains teaching objectives		√
	3.	The teacher motivates students to show their best in giving opinion	√	
	4.	The teacher prepares teaching material by using media systematically	√	
	5.	The teacher explains the lesson about the speaking	√	
	6.	The teacher response to students' question	√	
	7.	The teacher explain Generic structure recount text	√	
	8.	The teacher give feedback to the students	√	
	9	The teacher manages the time effectively and efficiently	√	
The Students	10.	The students pay attention to the teacher explanation	√	
	11.	The students ask question to the teacher if there is something unclear	√	
	12.	The students give a good respond to the topic given	√	

	13.	The students feel interest in teaching learning process	√	
	14.	The student participate enjoy the instructional of inside-outside circle technique	√	
	15.	All the students do their speaking test	√	
Context	16.	The classroom is save from crowded	√	
	17.	The classroom is comortable (clean,calm)	√	
	18.	The classroom has teaching aids (marker, whiteboard,etc)	√	

Medan, 12 Mei 2018

APPENDIX XII**ATTENDANCE LIST**

No	Students' Name	25 April 2018	28 April 2018	02 Mei 2018	12 Mei 2018	14 Mei 2018
1	Ahmad Fadhlán	✓	✓	✓	✓	✓
2	Ajeng Dilla Maisarah	✓	✓	✓	✓	✓
3	Alsha Audhifah Rangkuti	✓	✓	✓	✓	✓
4	Alta Rico Ibnu	✓	✓	✓	✓	✓
5	Alwi Abdillah	✓	✓	✓	✓	✓
6	Anisa Fadila	✓	✓	✓	✓	✓
7	Annisa Rahmah	✓	✓	✓	✓	✓
8	Arif Riyukuri	✓	✓	✓	✓	✓
9	Asyraf Jakhwan Sinaga	✓	✓	✓	✓	✓
10	Azlin Dilaila	✓	✓	✓	✓	✓
11	Azrah Aulia Marhamah A.	✓	✓	✓	✓	✓
12	Dwi Cantika Indriani	✓	✓	✓	✓	✓
13	Fadhilah Harahap	✓	✓	✓	✓	✓
14	Fajar Rachma	✓	✓	✓	✓	✓
15	Farah Sadilla	✓	✓	✓	✓	✓
16	Fitri Andini Ritonga	✓	✓	✓	✓	✓
17	Ilwiyyah Ahda	✓	✓	✓	✓	✓
18	Indil Azali	✓	✓	✓	✓	✓

19	Izza Abdillah	✓	✓	✓	✓	✓
20	Kamila Soraya	✓	✓	✓	✓	✓
21	Luthfiah Hanifah	✓	✓	✓	✓	✓
22	Maulana Yusuf	✓	✓	✓	✓	✓
23	Mhd Imamsyah	✓	✓	✓	✓	✓
24	M. Iqbalsyah	✓	✓	✓	✓	✓
25	M. Ruchyat Siregar	✓	✓	✓	✓	✓
26	Nadillah Syahwitri	✓	✓	✓	✓	✓
27	Nur Nabila Nurdin	✓	✓	✓	✓	✓
28	Nurul Mawaddah	✓	✓	✓	✓	✓
29	Rafika Zahara	✓	✓	✓	✓	✓
30	Ramaisyah Tarigan	✓	✓	✓	✓	✓
31	Rena Lestari	✓	✓	✓	✓	✓
32	Rizky Ananda Hafit	✓	✓	✓	✓	✓
33	Sherly Octavia S	✓	✓	✓	✓	✓
34	Siti Rahma Rika Br. Barus	✓	✓	✓	✓	✓
35	Suri Luthfi Hidayah	✓	✓	✓	✓	✓
36	Syah Raja Muddin	✓	✓	✓	✓	✓
37	Syarifah Aidilla	✓	✓	✓	✓	✓
38	Tiara Ilya Syahira	✓	✓	✓	✓	✓
39	Yuliza Chintia	✓	✓	✓	✓	✓
40	Zulfa Luthfiyatunnisa	✓	✓	✓	✓	✓

APPENDIX XIII

LIST OF INITIAL NAME

No	Initial of Students' name	The name of Students Grade XI MIA 5
1	AFN	Ahmad Fadhlan
2	ADM	Ajeng Dilla Maisarah
3	AAR	Alsha Audhifah Rangkuti
4	ARI	Alta Rico Ibnu
5	AA	Alwi Abdillah
6	AFA	Anisa Fadila
7	ARH	Annisa Rahmah
8	ARII	Arif Riyukuri
9	AJS	Asyraf Jakhwan Sinaga
10	AD	Azlin Dilaila
11	AAMA	Azrah Aulia Marhamah Aruan
12	DCI	Dwi Cantika Indriani
13	FH	Fadhilah Harahap
14	FR	Fajar Rachma
15	FS	Farah Sadilla
16	FAR	Fitri Andini Ritonga
17	IAH	Ilwiyyah Ahda
18	IAZ	Indil Azali
19	IAB	Izza Abdillah
20	KS	Kamila Soraya
21	LH	Luthfiah Hanifah
22	MY	Maulana Yusuf
23	MIM	Mhd Imamsyah
24	MIQ	M. Iqbalsyah
25	MR	M. Ruchyat Siregar
26	NS	Nadillah Syahwitri

27	NNN	Nur Nabila Nurdin
28	NW	Nurul Mawaddah
29	RZ	Rafika Zahara
30	RT	Ramaisyah Tarigan
31	RL	Rena Lestari
32	RAH	Rizky Ananda Hafit
33	SOS	Sherly Octavia S
34	SRR	Siti Rahma Rika Br. Barus
35	SLH	Suri Luthfi Hidayah
36	SRM	Syah Raja Muddin
37	SA	Syarifah Aidilla
38	TLS	Tiara Ilya Syahira
39	YC	Yuliza Chintia
40	ZL	Zulfa Luthfiyatunnisa

APPENDIX XIV

THE RESULT OF STUDENTS' SCORE IN PRE-TEST, POST-TEST I, POST-TEST II

N O	Initial Name	PRE-TEST		POST-TEST I		POST-TEST II	
		S c o r e	Successful criteria (>80)	S c o r e	Successful criteria (>80)	S c o r e	Successful criteria (>80)
1	AFN	84	Successful	90	Successful	97	Successful
2	ADM	83	Successful	88	Successful	95	Successful
3	AAR	40	Unsuccessful	65	Unsuccessful	82	Successful
4	ARI	46	Unsuccessful	57	Unsuccessful	67	Unsuccessful
5	AA	70	Unsuccessful	80	Successful	86	Successful
6	AFA	82	Successful	88	Successful	93	Successful
7	ARH	62	Unsuccessful	80	Successful	86	Successful
8	ARII	48	Unsuccessful	61	Unsuccessful	64	Unsuccessful
9	AJS	58	Unsuccessful	61	Unsuccessful	75	Unsuccessful
10	AD	43	Unsuccessful	64	Unsuccessful	81	Successful
11	AAM	69	Unsuccessful	80	Successful	86	Successful
12	DCI	67	Unsuccessful	80	Successful	86	Successful
13	FH	52	Unsuccessful	63	Unsuccessful	84	Successful
14	FR	45	Unsuccessful	59	Unsuccessful	69	Unsuccessful
15	FS	51	Unsuccessful	60	Unsuccessful	81	Successful
16	FAR	56	Unsuccessful	71	Unsuccessful	75	Unsuccessful
17	IAH	66	Unsuccessful	81	Successful	85	Successful
18	IAZ	58	Unsuccessful	63	Unsuccessful	75	Unsuccessful
19	IAB	61	Unsuccessful	80	Successful	86	Successful
20	KS	61	Unsuccessful	80	Successful	86	Successful
21	LH	69	Unsuccessful	81	Successful	85	Successful

22	MY	51	Unsuccessful	58	Unsuccessful	80	Successful
23	MIM	49	Unsuccessful	64	Unsuccessful	81	Successful
24	MIQ	65	Unsuccessful	80	Successful	85	Successful
25	MR	50	Unsuccessful	65	Unsuccessful	81	Successful
26	NS	60	Unsuccessful	69	Unsuccessful	80	Successful
27	NNN	47	Unsuccessful	83	Successful	92	Successful
28	NW	81	Successful	84	Successful	88	Successful
29	RZ	46	Unsuccessful	61	Unsuccessful	69	Unsuccessful
30	RT	58	Unsuccessful	67	Unsuccessful	75	Unsuccessful
31	RL	66	Unsuccessful	80	Successful	86	Successful
32	RAH	57	Unsuccessful	83	Successful	88	Successful
33	SOS	70	Unsuccessful	81	Successful	85	Successful
34	SRR	50	Unsuccessful	80	Successful	85	Successful
35	SLH	58	Unsuccessful	81	Successful	84	Successful
36	SRM	55	Unsuccessful	71	Unsuccessful	80	Successful
37	SA	61	Unsuccessful	81	Successful	85	Successful
38	TLS	58	Unsuccessful	66	Unsuccessful	81	Successful
39	YC	38	Unsuccessful	64	Unsuccessful	81	Successful
40	ZL	66	Unsuccessful	80	Successful	86	Successful
Total $\sum X$		2357		2930		3296	
The mean score		58.925		73.25		82.4	

APPENDIX XV

DIARY NOTES

First Meeting (Wednesday, April 25th 2018)

The first meeting of the research was the pre-test. The researcher gave the students the pre-test to know how far their capability in english especially speaking skill. The researcher gave them oral test. In that time the question topic for pre-test was asking for giving opinion. The researcher test them one by one. When the students were doing the test, some of them looked confused, Some of the students were lazy and busy to do other activities, made noisy and didn't do the test seriously.

Second Meeting (Saturday, April 28th 2018)

In second meeting, the researcher explained the material and wrote it on the whiteboard. The material were about expressing asking for and giving opinion. In that meeting the researcher was applicating inside-outside circle (IOC) technique. In teaching learning process, the students were active, they gave a few question to the researcher and they answered the questions from the researcher. Eventhough there were some students made noisy in the classroom.

Third Meeting (Wednesday, Mei 02nd 2018)

In this meeting, the researcher gave the students the post-test I to know thier speaking skill after the researcher applicated the inside-outside circle technique. In that time the question topic for post-test I was asking for giving their opinion about facebook as one of social media. In that test the students more

active than in pre-test. Eventhough there were some students made noisy in the classroom.

Fourth Meeting (Saturday, Mei 12th 2018)

Students participants in this meeting was more increased than the previous meeting. They were active to the teacher instructions. In this time also the researcher give the material that was about recount text by applicating inside-outside circle technique.

Fifth Meeting (Monday, Mei 14th 2018)

In this meeting, the researcher gave the students the post-test II (cycle II) to saw the improvment the students score after applicated inside-outside circle (IOC) technique in teached speaking skill. In this cycle the students were more active and serious then before. Inside-outside circle (IOC) technique successfully worked in helping students sepaking skill. It was eefective and applicable. Based on the reflection of the cycle II, this research could be stopped because students' ability had been increased.

APPENDIX XVI

PHOTOGRAPHY



The researcher will do the pre-test (First meeting)



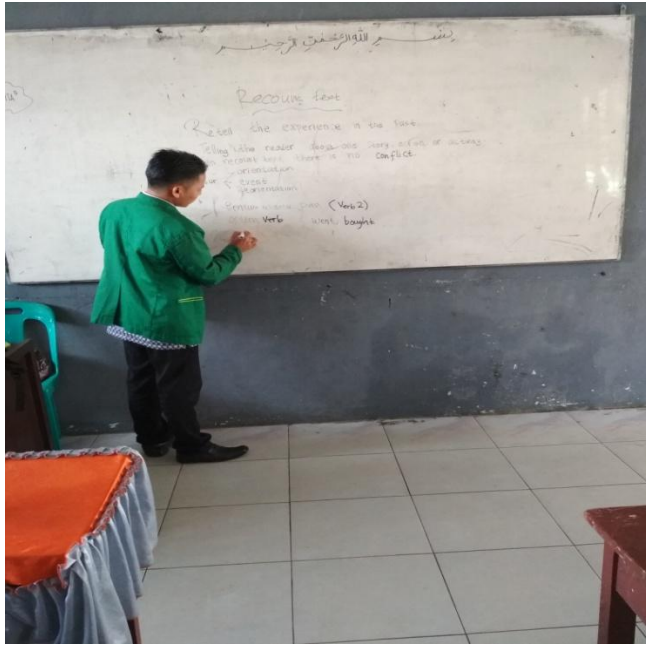
The researcher explained the material “Asking and giving opinion” and gave some example.



The students do application of inside-outside circle (IOC) technique.



The picture of students after post-tes



The researcher wrote the material about recount text



The reseacher and head of master MAN 3 Medan.